DOCUMENT RESUME

ED 305 986 JC 890 218

AUTHOR Lorenzo, Albert L.
TITLE The Macomb Plan: Expanding a Community's Access to Higher Education.
INSTITUTION Macomb County Community Coll., Warren, Mich.
PUB DATE 89
NOTE 13p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Access to Education; *Adult Students; Bachelors Degrees; College Transfer Students; Community Colleges; Dual Enrollment; Educational Innovation; Educational Needs; Higher Education; *Intercollegiate Cooperation; *Nontraditional Education; Program Descriptions; *Satellite Facilities; School Support; Two Year Colleges

ABSTRACT

The Macomb Plan, recently developed by Macomb Community College (MCC), is a delivery system for the final two years of a four-year college degree to be housed in a facility located on a two-year college campus. The plan is designed to meet the unique needs of an adult learner's lifestyle, while approximating most of the elements that make up the college experience. Under the Macomb Plan, the community college acts in partnership with four-year colleges and universities, which are under contract to provide bachelor's degree programming in accordance with community educational needs. A baccalaureate center, operated by the community college but with a distinct appearance and identity, provides many of the academic facilities and offices found at a senior institution (e.g., study areas, counseling offices, computer and science labs, and classrooms). Students can enroll at MCC and later apply for transfer, enter MCC as freshmen with dual admission to the four-year institition, or enroll directly into a senior institution as juniors or seniors if lower division credits have already been earned. Faculty are employees of the college offering the coursework; that is, MCC faculty teach MCC classes, while senior college faculty teach upper-division courses. The Macomb Plan is unique to the state and possibly the nation in that for the first time, the local citizens voted to create a bachelor's degree granting facility within their own community and authorized the funds to build and operate it through their local community college. Information on the growing numbers of adult learners, their educational needs, and the development of the Macomb Plan is provided. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305986

THE MACOMB PLAN:
EXPANDING A COMMUNITY'S ACCESS TO HIGHER EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B. Pritchard

C. B. Ahles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 890 218

Macomb Community College

THE MACOMB PLAN:
EXPANDING A COMMUNITY'S ACCESS TO HIGHER EDUCATION

by

Albert L. Lorenzo, President
Macomb Community College
Warren, Michigan

Increasingly, the adult learner is becoming the primary user of higher education in the United States. Although the nation's two-year colleges have focused considerable attention on providing access to older adult students, the same opportunity does not always exist beyond the associate degree level.

The university campus and the university extension center are the two primary models by which senior institutions deliver instruction. The university campus provides a comprehensive college experience, but adult learners, encumbered by time and mobility constraints, are often limited in their access to this form of higher education. The university's traditional response to the access limitations of the adult learner has been the extension center. While these centers have been successful in providing a "college education" by increasing knowledge in a subject area, they have not been able to offer students the more complete "college experience" which includes the exposure to opportunities that broaden one's mind.

The Macomb Plan, recently developed by Macomb Community College and approved by district voters, is a third model that is specifically designed to respond to this circumstance. It is a delivery system for the third and fourth years of college, positioned between the university campus and the university extension center. The Plan is designed to meet the unique needs of the adult learner's lifestyle, while approximating most of the elements that make up the college experience. In essence, it capitalizes on the community college's commitment to access and responsiveness and extends those characteristics beyond the Associate Degree level.

A summary of the specifications for implementation of the Macomb Plan is located on page 9.

AN HISTORICAL PERSPECTIVE

For the first 300 years of its existence, higher education in this country was designed to meet the specific needs and conform to the lifestyles of young adults (18-24 years of age). It was within this context that the "ivory towers" of academia, safely out of the mainstream of life, thrived as the mainstay of collegiate education.

This was a very workable system, though, since the vast majority of students fell within the ranks of the traditional college-age user. These younger students were relatively undistracted by outside commitments, such as full-time work, families, and financial obligations. They were also relatively mobile, and therefore could travel to "centers of excellence" in order to pursue higher education. This focused lifestyle was particularly well-suited to the demands typically associated with attending college.

It was not until the 1940s that the adult learner became a significant user of higher education systems, or that higher education systems needed to seriously consider filling the needs of the adult learner. In 1944, as World War II was ending, public policy on adults in college began to shift. Partially as a reward to the soldiers who had won the most devastating war in the history of mankind, and partially as a means of easing the strains on an economy that would have to absorb so many new civilians, Congress passed the Servicemen's Readjustment Act, more commonly known as the G.I. Bill.

The G.I. Bill involved the federal government in a massive educational financial aid program for returning servicemen. This was the first time the government had committed itself to a long-term, direct, continuing program to assist and even encourage adult learners. During its 12 years of operation, the program provided benefits of approximately $14 billion to more than seven million veterans.[1] Many states enhanced the federal benefits for veterans with scholarships to public institutions.

World War II was a turning point in public consciousness. It was the development of new technologies, more than any other single element, that won the war. It was inevitable that in the years that would follow, the emphasis on technology would be expanded to civilian uses. There was a growing awareness that education and training were required to compete in this new age.

This new awareness was reflected in 1946 in the recommendations of the Truman Commission. The report of the Commission declared that colleges and universities "must become the means by which every citizen, youth and adult, is enabled and encouraged to carry his education...as far as his native capabilities permit."[2]

The far-reaching effects of the Truman Commission report served to change the thinking of many educators, business people, and politicians concerning the higher education needs of adults. A result of the recommendations of the Commission was the development of hundreds of low- and no-tuition junior colleges designed for the needs of commuter students. It also set the groundwork for future programs to financially assist adults wanting to attend college.

In the four decades that followed, an increasing national interest developed in extending educational opportunities to greater numbers of students encompassing a wider ethnic, racial, and age range. Additionally, new occupational opportunities were opening for women and minorities. Many, already past the traditional college age, required advanced education in order to take advantage of these opportunities, further increasing the demand for education by adults.

These societal changes led to many federally enacted financial aid projects, such as the College Work-Study Program, Educational Opportunity Grants, National Direct Student Loans, Guaranteed Student Loans, and the Basic Educational Opportunity Grant Program (Pell Grants). Also, the G.I. Bill was extended to cover later generations of veterans.

These, and other governmentally sponsored programs, made it possible for hundreds of thousands of adults, who either were unable, or chose not to attend college when they were younger, to further their educations. Additionally, every state has initiated a loan guarantee program. Many states have developed grant and scholarship programs specifically aimed at helping adults fund a college education. Michigan's Adult Part-Time Grant Program and Single Parent/Homemaker Program are examples.

Many public and private colleges and universities have also established scholarship programs to benefit adult students,

such as Macomb Community College's Edward Ebert Adult Scholarship Program, for graduates of Adult Education High School Completion Centers.

The result of all of these public and private initiatives has been a significant increase in the incentive for older adults to pursue opportunities for higher education. It has also produced a new wave of students that bring with them a different set of characteristics and expectations than the more traditional age students, and creates a demand for further shifts in public policy toward higher education.

THE "NEW MAJORITY"

Since the early 1940s the number of adult learners in higher education has continued to grow. As technology and the knowledge explosion have increasingly invaded all aspects of work, adults, in growing numbers, have felt the need to increase their education.

By 1993, the number of adult learners in American colleges and universities will virtually equal the number of learners in the traditional college student age group.

COLLEGE STUDENTS BY AGE
(in thousands)

Age	1983	1988	1993
18–24 years	7,188 (59%)	6,322 (53%)	5,771 (50%)
25+ years	5,062 (41%)	5,606 (47%)	5,720 (50%)

Source: National Center for Education Statistics, 1986

By 1994, adult learners will outnumber those in the traditional college student age group, and this trend will continue as occupational advancement is increasingly dependent upon knowledge and education.

Financial success is also closely intertwined with educational attainment. This is clearly shown in average monthly income figures based on educational attainment.

Average Monthly Income Figures Based on Educational Attainment

Bachelor's Degree	$1,841
Associate Degree	$1,346
Vocational Certificate	$1,219
Some College, No Degree	$1,169
High School Diploma	$1,045
High School Dropout	$ 693

Source: U.S. Bureau of the Census, 1987

Over a lifetime of work, the difference between the average worker with a bachelor's degree and the average worker with only a high school diploma amounts to almost $400,000. The difference between a bachelor's degree and an associate degree will amount to more than $200,000.

More than half of all new jobs created by the year 2000 will require some post-secondary education or training, and one in three new jobs will require a four-year college degree. Additionally, almost half of existing jobs in all categories of the nation's workforce will be significantly altered over the next 20 years to require additional formalized education and training.[3]

The bottom line is, that in today's and tomorrow's job market, almost all workers in jobs above the minimum wage level will be required to understand work processes, define problems, and develop solutions. All of these traits demand education and training beyond today's traditional levels.

Without question, career growth, competitive wages, and lifelong education will be permanently linked in the years to come. And since fully 80 percent of the projected workforce in the year 2000 is already beyond high school age and in the labor force, the higher education needs of adults are expected to continue to grow.

THE NEW MAJORITY AND TRADITIONAL HIGHER EDUCATION

The idea that "education is life," first enunciated by John Dewey, had a remarkable impact on the nation's philosophical thinking toward public education. That line of thinking has moved into the realm of higher education, as demonstrated by the increasing numbers of adult learners in colleges and universities.

Higher education institutions, though, have not been able to fully respond to the unique needs of adult learners. In many ways, their services and educational delivery systems still resemble the service and educational delivery systems that developed in the first 300 years of higher education in America, when 18-24 year olds were the predominant users.

Since the traditional college student was relatively undistracted, uncommitted, and unencumbered by occupation, family, or financial constraints, colleges and universities could rightfully expect that the educational demands placed on students' lives would be first among their priorities. They could expect students to relocate to live on or near the campus. And they could provide their education and services within rigid parameters.

These systems of service and delivery, though, do not fit the lifestyles of most adult learners, the emerging new majority of college students. The outside commitments of most adult learners mean education cannot be the top priority in their lives.

This commitment to other aspects of life is reflected in a comparison of the number of adult full-time and part-time students with 18-24 year old college students.

FULL-TIME/PART-TIME COLLEGE STUDENTS BY AGE—1988

Age	Full-Time	Part-Time
18–19	88.3%	11.7%
20–21	82.7%	17.3%
22–24	59.9%	40.1%
25–29	36.4%	63.6%
30–34	23.1%	76.9%
35+	14.9%	85.1%

Source: National Center for Education Statistics

For the adult learner, the traditional practices of expecting the student to relocate to live on or near campus, and to provide education and services within rigid parameters are not practical. Occupational demands draw heavily on the available time of adult learners, requiring greater flexibility on the part of the college or university. This need for flexibility will intensify as more and more adults enter the workforce and require educational opportunities. In a little more than a decade, more than 80 percent of all women in the prime working age group and 90 percent of all men in the prime working age group will be in the workforce.[4]

In most cases, these adult learners will be unable to relocate, or regularly travel great distances to attend college. Within this atmosphere of commitments to job and family, and the increasing need for education to remain current, stress levels will intensify, requiring a more planned use of leisure time.

To effectively meet the needs of adult learners, educators will have to rethink the ways in which their education and service systems are delivered. Educators will need to consider how work and family constraints, as well as the need for effective use of leisure time impact student lives, and how these aspects place impositions and limits on their ability to attain and profit from higher education.

This does not mean 18-24 year olds will be ignored, only that there is a whole new level of recognition that is needed; a broadening in focus. Basic marketplace principles suggest that it will be those institutions which are best able to respond to the needs and lifestyles of this new majority of college students that will be most successful in the years to come.

A COLLEGE EDUCATION VS. A COLLEGE EXPERIENCE

The traditional response to the needs and constraints of the emerging new majority of adult learners by colleges and universities has been to create extension centers. In creating an extension center, the college or university is able to address certain problems, such as the adult learner's limited mobility, by bringing the education to the student.

Also, extension centers can provide quality learning experiences over long distances. Logistically, a system can be developed to have qualified faculty hold classes that are located long distances from the college campus. The extension center, though, has proved successful only in exporting the "education" component of a bachelor's degree.

There is so much more to be gained when that education is combined with a college "experience." When placed in a learning situation away from the college campus, the students, in most cases, are denied the opportunities to be gained from the college experience.

What occurs during the college years that are spent on a college or university campus is much more than just learning. It entails a number of other learning opportunities and social experiences, such as:

- Availability of services (libraries, counseling, job placement services)
- Interchanges with students and faculty beyond the classroom environment
- Specialized facilities (computer labs, student community centers, international centers)
- Co-curricular activities
- Opportunities impacting social life (clubs, organizations, activist groups and volunteer efforts)
- Cultural events and cultural opportunities
- Exposure to social and civic issues, speakers, activities, and assemblies
- Creation of a sense of identity and belonging that is associated with an entity that has an image and reputation

Participation in a variety of activities like these, along with the study of curriculum, allows for the development of a "college educated individual." This term implies an understanding beyond the mastery of subject matter. It includes personal growth characterized by an exposure to the breadth of life, acceptance of diversity, commitment to issues, a sense of caring, and a frame of mind open to change.

Despite the spread of extension centers and the "campuses without walls" concept (television or mail correspondence courses), fully 89 percent of all adult college students still choose to attend a college campus for their education.[5] Perhaps this is because of their desire to become the "college-educated individual," that is, to gain the full advantage of the services, interaction and opportunities found on a college campus.

BRINGING THE COLLEGE EXPERIENCE TO THE STUDENT

Macomb County, located north of Detroit, is a county of nearly 500 square miles and a population of more than 700,000. Although it is a part of the Greater Detroit region, it does not have a senior institution within its borders. As a result, residents wishing to pursue a bachelor's degree must either take residence on a college campus or commute considerable distances to a regional institution. For many adults, that time consuming drive makes access to higher education prohibitive.

Among current adult college students, a recent study showed that more than 70 percent travel less than 30 minutes to attend classes.

TRAVEL TIME FOR ADULT COLLEGE STUDENTS

Less than 10 minutes	19%
10–19 minutes	29%
20–29 minutes	23%
30–44 minutes	16%
45–59 minutes	5%
One hour	4%
More than one hour	3%

Source: How Americans in Transition Study for College Credit, 1988.

Since more than two-thirds of adult college students take courses that meet two to five days or evenings per week, travel time becomes an critical factor in the determination of whether the person will be able to work college into an already demanding schedule.

The sharp drop-off in the number of adult college students that drive more than 30 minutes is likely due to limited discretionary time. If a college is not located within a 30 minute drive, many adults find it difficult to take advantage of the opportunities available to others. Among adults over 25 years of age in Macomb County, only 10.7 percent have completed four or more years of college. This is the lowest level within the four-county southeastern Michigan area, and tends to validate the supposition that lack of access results in lack of participation in higher education.

Within Macomb County several extension programs are being offered, such as Wayne State University's bachelor degree courses at a local high school, Concordia College's Public Administration bachelor degree program at the county library, Central Michigan University's master's degree program in an office complex, and Western Michigan University's doctoral program offered at Selfridge Air National Guard Base.

All of these programs have succeeded in offering a solid educational base, but all lack the facilities to broaden that education into a total college experience. The question then becomes, is it possible to develop a new higher educational delivery model that recognizes and accommodates the special needs and constraints of the emerging new majority of adult learners, while more closely approximating the elements that comprise a college experience?

THE COMPREHENSIVE COMMUNITY COLLEGE AND THE MACOMB PLAN: A THIRD MODEL

In the 1960s, community colleges began an era of rapid growth and expansion. By the 1980s, community colleges had come of age, and many of them emerged as "comprehensive community colleges." In order for a community college to be considered "comprehensive," it must contain in its mission statement, and evidence in its programming, five essential elements:

- Transfer Programs
- Vocational Programs
- Remedial Programs
- Continuing Education Programs
- Community Service

Most community colleges have been in existence long enough to develop facilities, programs, and services that carry out this comprehensive mission. These comprehensive institutions provide an environment that offers most of the educational and co-curricular opportunities that comprise the "college experience." Their campuses, especially the larger ones, provide much of the same student life, with the exception of on-campus residence, as the environments of many small to midsize senior colleges and universities.

Though comprehensive community colleges have successfully filled the niche of providing the college experience for the first two years, what is still lacking, in many areas, is the opportunity for the college experience in the third and fourth years. This need will intensify as the number of adult learners continues to grow.

The "Macomb Plan," developed by Macomb Community College and approved and funded by the voters of Macomb County, is a response to this need. It is a third type of higher educational delivery system positioned between the university campus and the university extension center.

According to the Macomb Plan, the community college acts in a "partnership" arrangement, providing the infrastructure in which existing colleges and universities offer bachelor degree programming. Also, it works with the senior institutions to assure that the programming meets the specific needs of the community. This approach allows for greater flexibility in adapting to changing needs.

An additional benefit of the Macomb Plan is that the lack of mobility will not prevent the adult learner from receiving the best available instruction within his or her chosen academic area. Due to their occupational and family constraints, more than half of all adult learners select a college based on its nearby location. Only about one in six make the selection based on academic programming, and only one in twelve base their selection on academic quality. Thus, in many cases, they are not able to attend a college that specializes in an area they would like to pursue.

REASONS ADULT LEARNERS SELECT A COLLEGE

Nearby Location	53%
Type of Program	16%
Cost	8%
Academic Quality	8%
Others	15%

Source: *How Americans in Transition Study for College Credit, 1988*

Under the Macomb Plan, the adult learner is no longer penalized for limited ability to travel or relocate, since the community college would work with the four-year colleges to provide programming in the most needed areas. Additionally, many community colleges and four-year colleges have worked together in recent years to develop 2 + 2 type programs. This will be enhanced under the Macomb Plan, since it requires close coordination between the community college and four-year colleges. This will provide greater incentive and opportunity for coordination in articulation of joint curricula and programs.

And, perhaps most importantly, easily accessible bachelor degree programming will provide an immediate incentive to students in the two-year program to consider continuing on to earn a bachelor degree. In the short time since the proposal was approved by the voters, the college has learned of many students whose academic goals have been raised because of this new opportunity.

The essence of the Macomb Plan is its ability to bring the four-year college experience to areas that lack convenient access to four-year institutions. This is the fundamental difference from plans where a two-year college shares a campus with a four-year college, such as at the University of Toledo and University of Cincinnati. Also, under the Macomb Plan it is the community college that administers the program.

SPECIFICATIONS OF THE MACOMB PLAN

The baccalaureate center, although located on a community college campus, will have a separate and distinct appearance and identity from the community college. There will be an actual separation of the two physical plants, but they will still be located close enough to allow students of the upper division facility to have access to the activities and support services of the community college.

The center will house many of the academic facilities and offices found at a senior institution, such as an area for student/faculty exchange, accommodations for faculty offices, study area, media services, counseling offices, computer labs, science labs, student and faculty lounges, an outdoor gathering and activity area, as well as general classrooms.

The physical proximity of the center to the community college will allow upper division students to access already established facilities and activities. At Macomb Community College, these include the Student Community Center, Center for the Performing Arts, cultural experiences, social events, lectures, job placement service, and a campus setting. Thus, while there is a physical separation from the rest of the two-year campus and a separate identity, the opportunity for a sharing of academic and social enrichment accommodations is readily available at the same site.

While this setting would not be a research university environment, the part-time or adult student who completes the first two years at the community college, then the final two years at the center, would emerge with an experience much more complete and more like the traditional college experience than could be achieved through an extension center.

EMERGING PUBLIC OPINION AND PUBLIC POLICY

Effecting change in public policy in the United States often results only after a change in public opinion. In many ways it was the shift in public opinion over the last few years toward the value of education that made it possible to facilitate the Macomb Plan.

State education officials in Michigan have described the Macomb Plan as being "unique to the state and possibly to the nation." For the first time, citizens of a local community voted to create a bachelor degree granting facility within its borders, and authorized the funds to build and operate it through their local community college.

Previously, full-campus baccalaureate opportunities usually would come into an underserved community only when a benefactor provided the dollar and/or property incentives. An example of this in Michigan is Oakland University, which came about as a result of a donation from the Wilson family to Michigan State University, to extend into Oakland County. The University of Michigan's satellite campus in Flint, which was established as a result of a donation from the Mott Foundation, and the Dearborn campus, which was established from donations given by the Ford family, are other examples.

While these were effective means of bringing in full- campus college opportunities to those underserved areas, there was no prime benefactor available in Macomb County. For decades, Macomb County citizens made long drives to colleges in other communities, or if they lacked the time or means to commute long distances, they had to forgo the opportunities that accompany a college education. County residents accepted the situation as one that could not be changed, since the state government was having great difficulty in fully funding existing senior colleges and could hardly be expected to finance yet another four-year public college.

Then, public opinion began to shift. The recession of the early 1980s devastated Macomb County, where automotive manufacture and supply was the leading area of employment. Thousands of jobs were eliminated, never to return. The better paying new jobs that were created often required higher levels of education and training. A strong back and the willingness to work hard was no longer enough to secure and keep a middle-class job. More and more people recognized that educational attainment and success in the work place went hand-in-hand.

Adding to the new awareness resulting from the economic situation, was a steadily increasing national public debate over the value and quality of education. Virtually every state made educational reform a matter of priority. Major analyses of education in America were issued by the National Commission on Excellence in Education, Educational Commission of the States, National Governors' Association, Committee for Economic Development, National Science Board, and the Carnegie Forum on Education and the Economy. To further shed public light on the topic, both presidential candidates in the 1988 election made education a top issue.

Within this framework, public opinion began to shift and the basic concepts of the Macomb Plan gained acceptance among county voters. A similar plan was offered to the voters in 1986, but was turned down by a 48% to 52% margin. This may have been a result of the newness of the idea, or because public opinion had simply not shifted enough at that time.

By November 1988 there was a much broader acceptance of the need and value of higher education. Whereas Macomb Community College had been a lone voice promoting the need for higher education access just two years earlier, by 1988 business, labor, and civic groups were quick to offer active support.

The revised ballot proposal called for a one-third mill increase in property taxes over four years. It would raise approximately $12.6 million dollars by 1993, to build and operate a facility of approximately 60,000 square feet. Voters were told that the facility would be used exclusively for upper division courses provided by "partner" senior colleges. Tuition would be paid to and the bachelors degrees would be awarded by the senior institutions.

On November 8, 1988 the ballot proposal passed by an overwhelming 56 percent to 44 percent margin, creating and funding the Macomb Bachelors Degree Partnership Plan.

This Plan differs from earlier examples of bringing opportunities into an under-served community in its funding base. Rather than a few benefactors giving several hundreds of thousands of dollars, the Macomb Plan's benefactors are the hundreds of thousands of people of Macomb County giving a few dollars each. District residents have recognized an unmet need and have agreed to become active financial partners in rectifying the situation.

CONCLUSION

The need for higher education in today's and tomorrow's workforce is universal, but access to higher education is limited in many areas. This lack of access to higher education especially affects adult learners, the emerging new majority of college students whose commitments to job and family often place limits on their mobility and flexibility. The needs and constraints of this new majority call for a reexamination of the ways in which higher education opportunities are made available.

The Macomb Plan is designed to fulfill the needs of these students in communities where access is limited. It is a third model for on-site college education, positioned between the university campus and the extension center. It recognizes not only the needs of the 18-24 year old student group, but it is designed to blend with the lifestyle patterns and constraints of adult learners. It is offered in a *facility* and *environment* that provides a college education and closely approximates a college experience.

NOTES

[1] Roland Keene, Frank C. Adams, and John E. King, *Money, Marbles, or Chalk: Student Financial Support In Higher Education*, (Carbondale: Southern Illinois University Press, 1975), p.19.

[2] *President's Commission on Higher Education*, (Washington D.C.: United States Printing Office, 1946), Vol. I, p.101.

[3] William B. Johnson, *Workforce 2000: Work and Workers for 21st Century*, (Indianapolis: Hudson Institute, 1987), pp.97-98.

[4] Martha Farnsworth Riche, "America's New Workers," *American Demographics*, February 1988, p.37.

[5] Carol B. Aslanian and Henry M. Bickell, *How Americans In Transition Study For College Credit*, (New York: College Entrance Examination Board, 1988), p.81.

IMPLEMENTING THE MACOMB PLAN

The heart of the "Macomb Plan" is the execution of partnership agreements with senior colleges and universities to offer the final two years of a four-year college degree.

In order to do this, voters in Macomb County approved a one-third mill tax increase over four years (1989-1992) to construct, equip, and operate a facility — a bachelor degree center — to be located on the Center Campus of Macomb Community College.

The Facility

The bachelor degree center will be a two-story building with more than 60,000 square feet of space. This building will house:

- General classrooms
- Computer and science Laboratories
- Offices for four-year schools
- Counseling offices
- Student and staff lounges
- Student/teacher conference spaces
- Media services area
- Student study areas
- Mechanical room
- Common areas (Foyer, hallways, stairwells, elevators)

Adjacent to the teaching facility will be a parking structure or lot to handle the projected number of students enrolling in the partnership programs.

The Partnerships

The partnership agreements will be in the form of written contracts with senior colleges and universities. These contracts will specify such details as which programs will be offered, time frame of the agreement, and space rental costs.

The Programs

Specific programs to be offered under the partnership agreements will be based on evidence of community need, consensus between Macomb Community College and the partner institution, and correlation to the academic missions of the institutions involved.

Need or interest in specific programs will be assessed through:

- Enrollments in existing experimental bachelor degree course offerings at Macomb Community College
- A formal needs assessment study
- Informal input by members of the community
- An admissions process

Macomb Community College began an experimental program offering bachelor degree courses in partnership with four-year institutions in 1986. Currently offered courses experiencing high enrollment include:

- Health services
- Nursing
- Computers
- Statistics
- Accounting
- Business Communications
- Economics
- Finance
- Taxation

Student Admissions

There will be three ways a student can be admitted to the upper division of a four-year program under this plan. The student can:

- Enroll at Macomb and later apply for transfer to the senior institution of choice
- Enter Macomb as a freshman with a dual admission to the senior institution of choice
- Enroll directly into a senior institution as a junior or senior if lower division credits have already been earned

Financing

Financing for the first four years of this project, including constructing and operating costs, will be provided by the 1/3 mill voted tax increase as follows:

Construction Costs			
Building	$7,224,000		
Site utilities	600,000		
Site development	1,500,000		
Furniture/equipment	1,500,000		
Total			$10,824,000
Annual Operation			
Personnel (salary/fringe)	245,000		
Utilities	138,360		
Supplies	74,000		
Total	**457,360**	**x 4 years =**	1,829,440
			$12,653,440

Staffing

The faculty will be employed by the institution offering the coursework. Macomb faculty will teach Macomb classes, while senior college faculty will teach upper division classes. Macomb faculty will have an opportunity to qualify as adjunct faculty to the senior colleges.

The staff operating and maintaining the Center will be employed by Macomb. These will include one administrator,

one supervisor, one skilled tradesperson, two custodians, two full-time and some part-time security personnel, and one full-time and some part-time clerical workers.

Staff operating the senior college offices will be employed by the senior colleges.

Ongoing Operation

Ongoing operation of the Center will be financed by space rental fees collected from senior institutions and, possibly, a small millage renewal.

Tuition and Degree Granting

Students enrolled in community college classes will pay community college tuition and receive their associate degree from Macomb. Students enrolled in upper division classes will pay tuition to and receive their bachelor degrees from the senior college institution.

BIBLIOGRAPHY

Aslanian, C.B. and Bickell, H.M. *Americans In Transition*. New York: College Entrance Examination Board, 1980.

Aslanian, C.B. and Bickell, H.M. *How Americans In Transition Study For College Credit*. New York: College Entrance Examination Board, 1988

Fenske, R.H. and Huff, R.P. *Handbook of Student Financial Aid*. San Francisco: Jossey-Bass, 1983.

Johnson, W.B. *Workforce 2000: Work and Workers For the 21st Century*. Indianapolis: Hudson Institute, 1987.

Keen, R., Adams, F.C., and King, J.E. *Money, Marbles, or Chalk: Student Financial Support In Higher Education*. Carbondale: Southern Illinois University Press, 1975.

President's Commission On Higher Education. Vol I. Washington D.C.: United States Printing Office, 1946.

Riche, M.F. "America's New Workers." *American Demographics*. February 1988, pp.34-41.

MACOMB COMMUNITY COLLEGE
BOARD OF TRUSTEES
Steven DeLuca, Chairperson
Christine Bonkowski, Vice Chairperson
James M. Kelly, Secretary
Daniel J. McCafferty, Treasurer
Paul W. Cousino, Trustee
Margaret DeSantis, Trustee
Dominic J. LaRosa, Trustee
Dr. Albert L. Lorenzo, College President

Additional copies are available by writing Vice President for College Relations, Macomb Community College, 14500 Twelve Mile Road, Warren, Michigan 48093-3896

© Macomb Community College 1989

ERIC Clearinghouse for Junior Colleges JUN 16 1989